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ABSTRACT

The message of this series of books, "Parents and Children Together," is that parents and children should get together, talk about stories, and learn together. This book, "Parents as Models," contains several stories that can be read and discussed by parents and children in a relaxed way. The book has a companion audiotape. Advice is given in the first part of the book as to how to have fun while you read and learn. In the second half of the book and on one side of the audiotape are ideas and guidelines for the interested parent. Following an introduction, the book is divided into these parts: Getting Started; Read along Stories ("The City Mouse and the Country Mouse"; "The Baker and the Beggar"; "The Night Something Happened"); and Parents as Models (Parents as Models; Questions about Parenting; Be a Model in Practical Ways; Books for Parents and Children; Books for Parents; Books To Read Together; Books for Children To Read on Their Own; Online and Printed Periodicals; and Online Resources for Parents). (NKA)

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Parents & Children Together SERIES

ERIC FAMILY LEARNING ASSOCIATION

Parents As Models

ED 464 331

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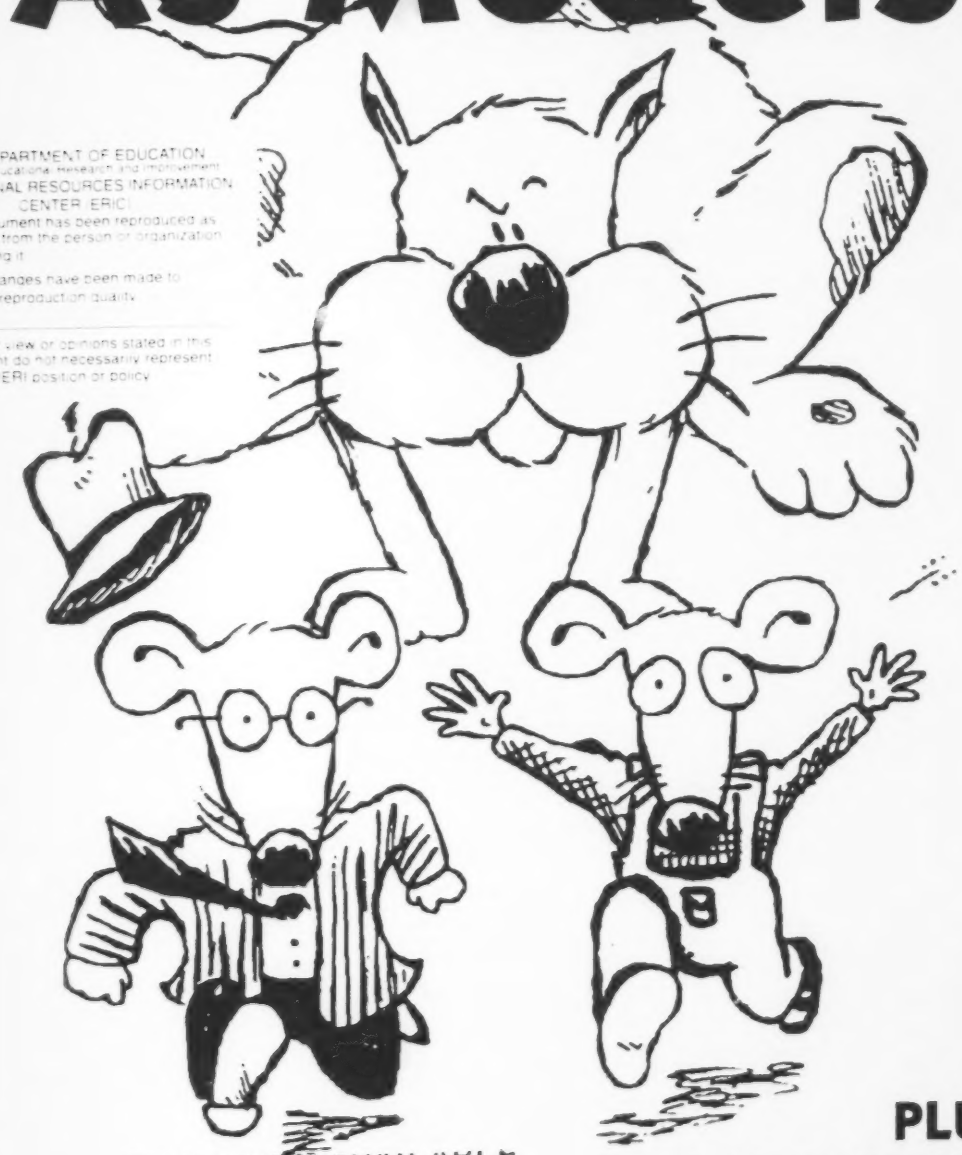

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PLUS

Read-Along Stories:

The City Mouse and the Country Mouse

The Baker and the Beggar

The Night Something Happened

CS 510 879

This book has a companion audio tape "Parents as Models." Occasionally there are directions on the tape that do not appear in the book or headings in the book that aren't spoken on the tape.

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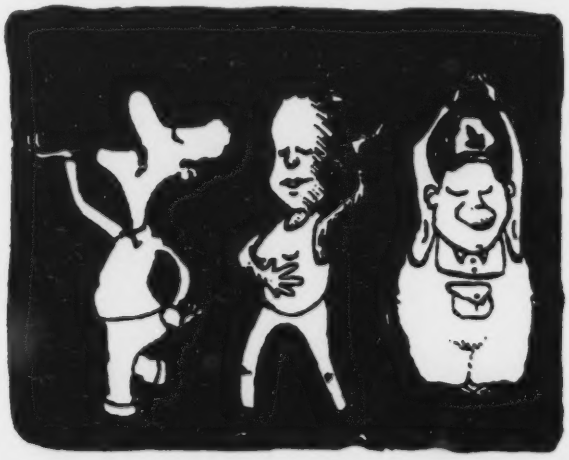

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Introduction

Get together with your children. Talk about stories and learn together. That's the message of this series of books, Parents and Children Together.

You will find here several stories that you and your children can read together and discuss in a relaxed way. Some stories are more appropriate for younger children, some for children in grades three and four. Have fun with them but also use them as a way of guiding your child's thinking.

Before each story, you will be prompted to focus your attention. After the story, review some of the issues in a relaxed conversation. Please feel comfortable in making comments or asking questions when the two of you are reading a story together. Have fun along the way. The stories are performed as radio dramas on the accompanying audiotape. That gives your child a chance to read alo ıg with the voices on the tape.

In the second half of this book and on one side of the audio tape there are ideas and guidelines for the interested parent. On the topic of this particular volume you will find hints, practice activities, and books for further reading. If you want to use the tape as a way of preparing for reading with your child or in helping your child study, the tape gives you an opportunity to listen while you are driving or jogging.

For more ideas on any of the topics in this series, turn to http://www.kidscanlearn.com or http://eric.indiana.edu.

— The Family Learning Association and **The ERIC Clearinghouse on Reading, English and Communication**

Getting Started

In this book we focus on "Parents as Models" and how parents can act as models for their children.

On side B of the tape we have three read-along stories. We encourage you to listen to these stories and to read them with your children so that they can participate in the excitement of story reading. Of course, your child can also listen to the stories alone, if you wish.

Before reading each story, talk about the title or the things that might happen in the story. Then, after the story is finished, talk about it again. By the way, if in the middle of the story something funny or interesting happens, it's O.K. to stop the tape and discuss the event, or ask your child questions such as "Which do you like, the city or the country?" or "What is your favorite bakery item?" and then follow it up with a why or why not. These discussions make your conversation about the story more natural and more valuable.

Read-Along Stories

The City Mouse and the Country Mouse

Retold by Nathan Michaels

Things to Think About Before Reading the Story
What do you know about mice? What do they eat? Where do they live? What do you think is the difference between a country mouse and a city mouse?

One warm summer afternoon, the country mouse invited his best friend, the city mouse, to enjoy a delicious home-cooked meal. The city mouse went to the country mouse's nice little home in a big country house. When the city mouse sat down for dinner, he was quite surprised to find that dinner was a casserole made with corn stalks, roots, potatoes, and wheat. He could tell that the country mouse had worked so hard to make this casserole just perfect for his best friend, but the thought of eating this dinner made his stomach turn.

The country mouse noticed that his friend's face looked a bit blue and asked him, "What is wrong, my dear friend?"

The city mouse slowly replied, "Oh, country mouse, I know that you have worked hard to make this a wonderful dinner, but..."

"But what, my good friend?" said the country mouse.

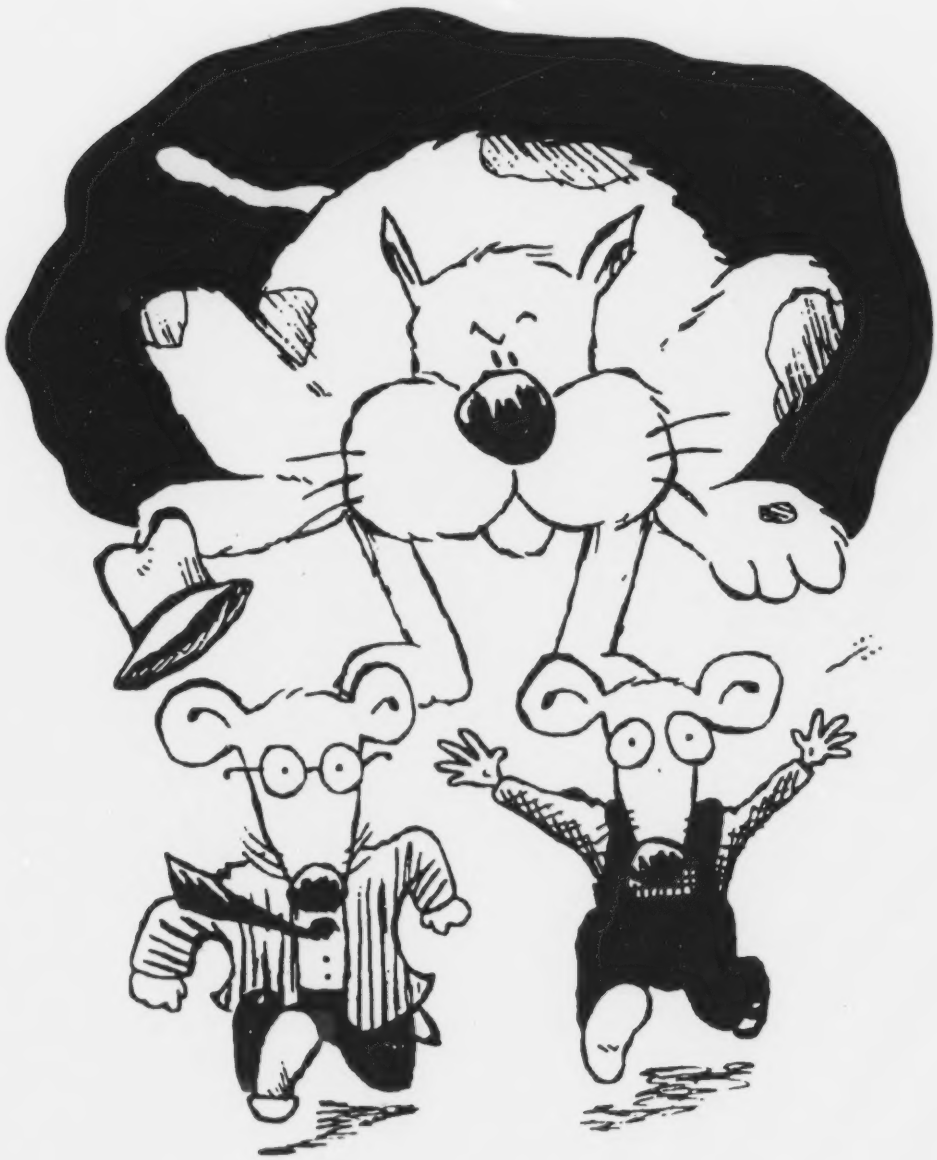
"Well, to tell you the truth, I enjoy eating sweets much more. Just think of chocolate, cookies, candy, and fudge."

The country mouse, although disappointed that his friend didn't like his meal, said, "That sounds delicious. Take me to this sweet feast."

The two quickly went to the city. As they arrived in the city mouse's neighborhood, the country mouse noticed how dirty everything was. The trash cans in front of the building were overflowing, while the apartment itself has broken windows and dirty hallways. He didn't say anything, though, wanting

to be polite. Once they arrived at the city mouse's apartment, the country mouse was shocked to see such a mess, but once again he said nothing. The city mouse then pointed out all of the candy and cookie crumbs on the floor and pieces of chocolate cake on the table. The city mouse quickly jumped up on the table and started gulping the cake down. Just as the country mouse joined him and began to take a bite, two people came through the door yelling and having a good time. The mice dashed under the couch.

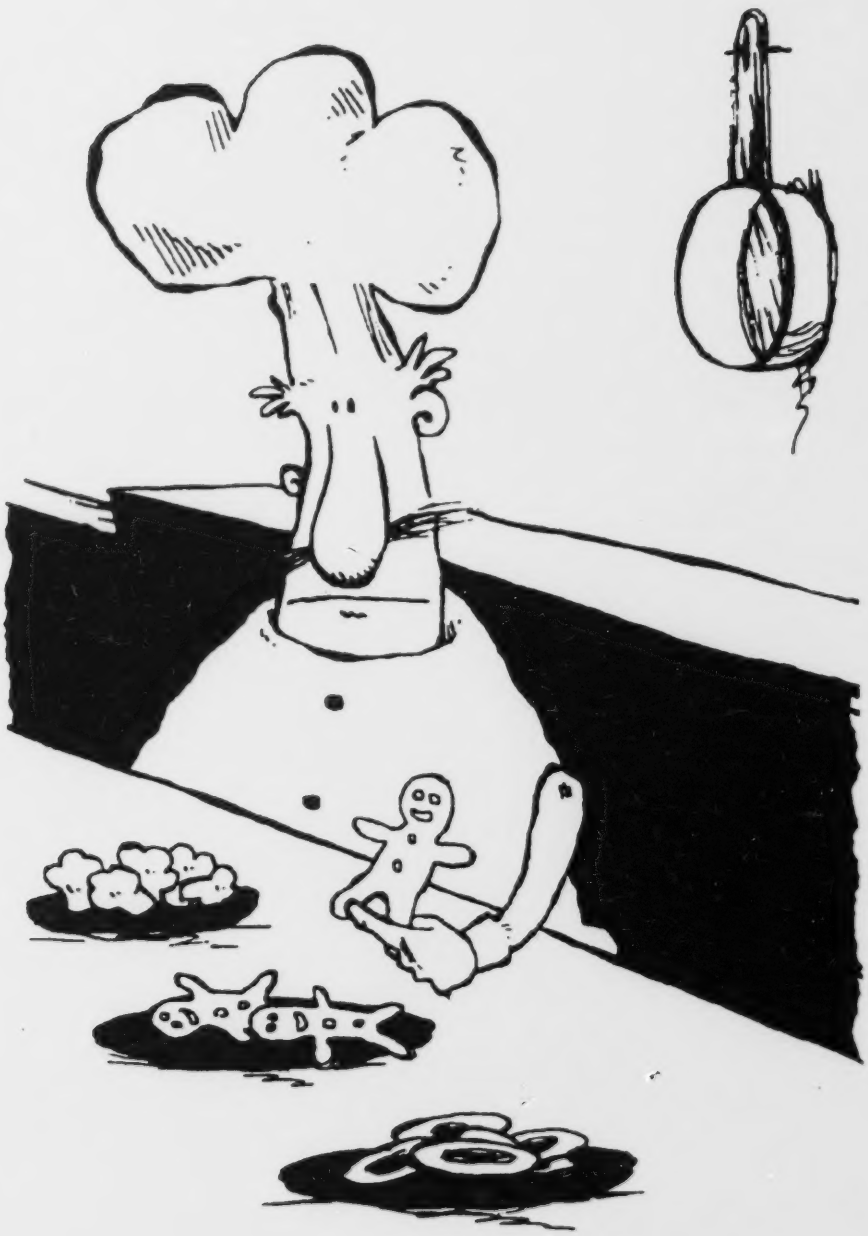
Soon the people left, so the mice carefully peeked out and couldn't resist the cookie crumbs and candy on the floor. But as soon as they started to eat, a big fat cat appeared from nowhere and ran towards them. The mice zipped through a hole and out of the apartment.



The country mouse then turned to his friend and sighed, "I am so sorry, my good friend, but I would rather sit down to a nice healthy meal in my clean home, than always to be chased around before I can even swallow a bite of your goodies."

As the country mouse turned and walked away, he thought how much nicer it is to live a simple life without being afraid.

Things to Think About After Reading the Story
Did your thoughts about the city mouse and country mouse change after reading the story? Are you more like the country mouse or the city mouse? Why?



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The Baker and the Beggar

By James Rhodes

Things to Think About Before Reading the Story
Have you ever been in a bakery? What are your favorite things? Rolls? Cookies? Cake? Or pastries, such as tarts or pies? As you hear the story, listen carefully and see if your favorite goodies are mentioned.

Once there was a baker who was the best cook in the kingdom where he lived. He could make cherry tarts that were light as a whisper. Or gingerbread men, or cream puffs, or anything else you care to mention.

But the baker was not happy.

"My kitchen is too small," he said to his wife. "There are too many customers. I would like to have a quiet kitchen in a quiet place in the forest."

So he looked and he looked, and he finally found a nice quiet house with a big kitchen. And it was the quietest place in the forest.

All the children cried when the baker left. "Who will make our cherry tarts? Nobody can cook like the baker."

The baker was sad, but he knew he had to have more room to work in.

After the baker and his wife moved into their new home, the baker went to bed. He was tired but he could not sleep.

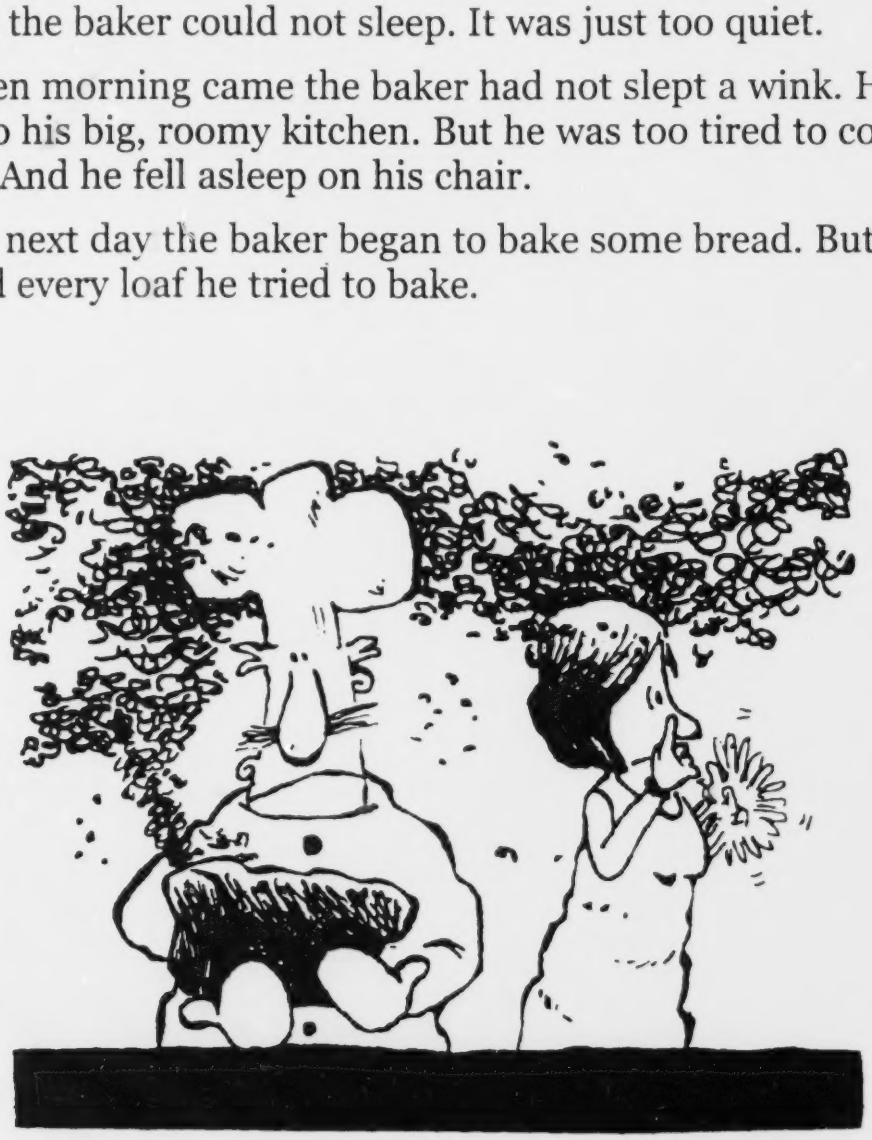
"What's that noise?" he asked his wife.

"Just a cricket, dear. Go to sleep," answered his wife.

Still the baker could not sleep. It was just too quiet.

When morning came the baker had not slept a wink. He went to his big, roomy kitchen. But he was too tired to cook today. And he fell asleep on his chair.

The next day the baker began to bake some bread. But he burned every loaf he tried to bake.



"Mercy, what an odor!" said his wife, holding her nose. "Why don't you bake something else?"

"I'll try an upside-down cake," said the baker. But it came out a rightside-up cake.

Each day the baker tried and tried to bake. But each thing he baked was worse than the one before.

One morning he did not bake anything but one teeny, tiny muffin. He just didn't feel like baking anything anymore.

"Why aren't you baking?" asked his wife. "You have a big, fine kitchen. You live in the quietest place in the forest. You have everything you want. Why don't you bake?"

The baker just sighed. "I don't know. Something is missing."

As the baker sat in his kitchen, a beggar came by and looked in the window.

"Would you feed a poor, starving beggar, kind sir?" begged the beggar.

"I have nothing to give you but this teeny, tiny muffin," said the baker. And he gave it to the beggar.

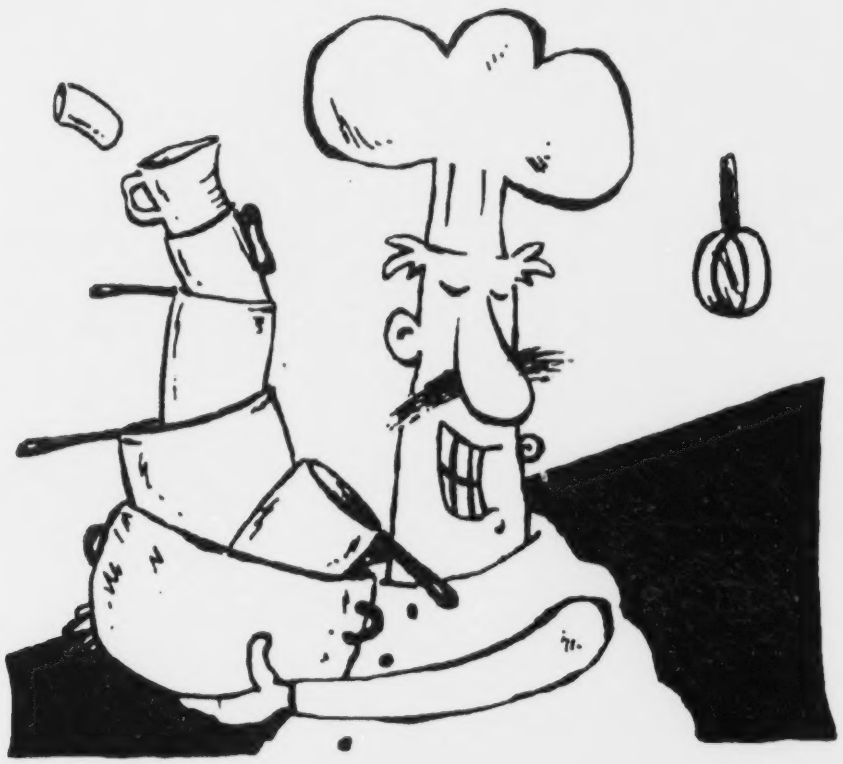
The beggar ate the muffin and smacked his lips. "That was fine indeed. Do you have another?" And he did.

The beggar ate this muffin and said, "That was even finer than the first. Would you make another for a poor beggar, kind sir?"

The baker was happy. He began to hum a little tune and he baked a whole dozen muffins. And the beggar ate every last one of them. He thanked the baker and said, "I'll be on my way now."

"If you will promise to come back tomorrow, I will bake you something very special."

The beggar thought for a moment. "Well, I have an awful lot of begging to do. But I'll be back first thing in the morning."



That night the baker fell asleep right away. He dreamed about all kinds of wonderful things he would bake for the beggar. The baker was up even before the sun the next morning. He hurried to the kitchen and got out all his pots and pans. And he mixed this and that and a pinch of salt. Before long he had baked a fine chocolate cake.

Along came the beggar, just as he said he would. "Would you spare a crumb for a poor beggar, kind sir?" he begged.

"Indeed I will," said the baker as he put the chocolate cake in front of the beggar.

The beggar ate all the cake, even the crumbs. Then he sighed and said, "I have never eaten such a cake in my whole life. But now I must be on my way."

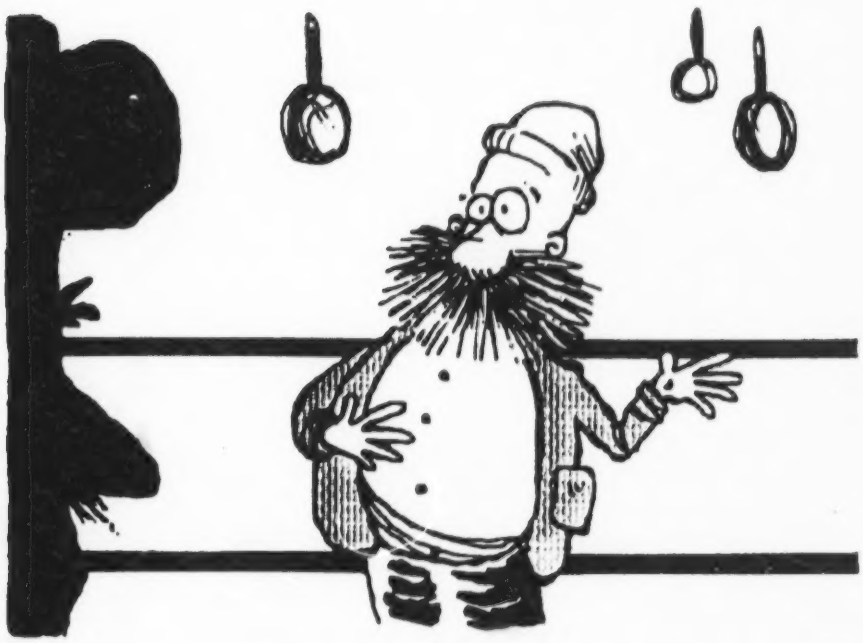
"If you promise to come back tomorrow," said the baker, "I will have another surprise for you."

The beggar promised.

And the baker baked a strawberry long-cake because he knew the beggar was too hungry to eat just a short-cake.

Each day the baker baked something new. And each day the beggar ate every bite, down to the last crumb.

Then one day the beggar said, "I will not be back after today. I have grown too fat on your cooking. Nobody will feed a fat beggar." And he went away saying, "Maybe I'll be back when I'm thin again."



That night the baker went to bed feeling very sad. There was no reason to bake in the morning.

When the baker finally went to sleep, he had a dream. He dreamed that children came to his shop and that he baked all kinds of good things for them to eat. He baked and baked and baked. When the baker woke up, he was smiling.

Then he jumped out of bed.

"Are you going to the kitchen so early?" asked his sleepy wife.

"No. I am not going to bake today. Hurry along and get dressed. We have work to do."

"What kind of work?" asked his wife.

"We have to pack. We are moving."

"Moving!" his wife said. "But you wanted a quiet kitchen in a quiet part of the forest. Where are we going to move?"

"My wife, when we moved I forgot one very important thing. A cobbler makes shoes for people who need shoes. A tailor makes clothes for people who need clothes. And a baker...What does he do?"

His wife understood. "A baker makes good things for people who need to eat."

"That's right," said the baker. "And who needs to eat more than anybody? Children!"

And so they moved out of the quiet kitchen in the quiet forest. Back to where the children were all waiting for the baker.

The children were very happy. Almost as happy as the baker.

Things to Think About AFter Reading the Story
Draw a picture of the baker in his big kitchen in the forest, and one of the baker preparing goodies for the children in his first kitchen.

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The Night Something Happened

By Margaret Fischer

Things to Think About Before Reading the Story
Sometimes the moon has a way of shining on the water at night. Describe an experience you have had with the moon, like when the moon was the brightest or the biggest you can remember.

In a little village by the seashore, everyone slept peacefully. The sound of the water ebbing and flowing on the sandy beach added to the richness of their slumber, a constant soft rhythm lulling them deeper and deeper into their dreams. The moon was big and full and bright, and no one's room was dark, because moonbeams crept in the windows and under the doors, very gently, very softly.

Then something happened.

One of the villagers stirred in his sleep. The gentle lullaby from the sea, the softly rocking waves, had stopped. It was very quiet. And the soft light in the room was gone. It was very dark.

He went to the door to see what had happened. The dirt by the door was damp, and the drops of water slid off the porch into his hair. He noticed that the sky was dark, very, very dark. There were thousands of stars, but no light came from the sky.

Somebody else standing in a darkened doorway whispered, "Look! The moon has fallen from the sky and into the sea."

Someone else added in a soft voice, "It must have made a big splash. Everything is wet."

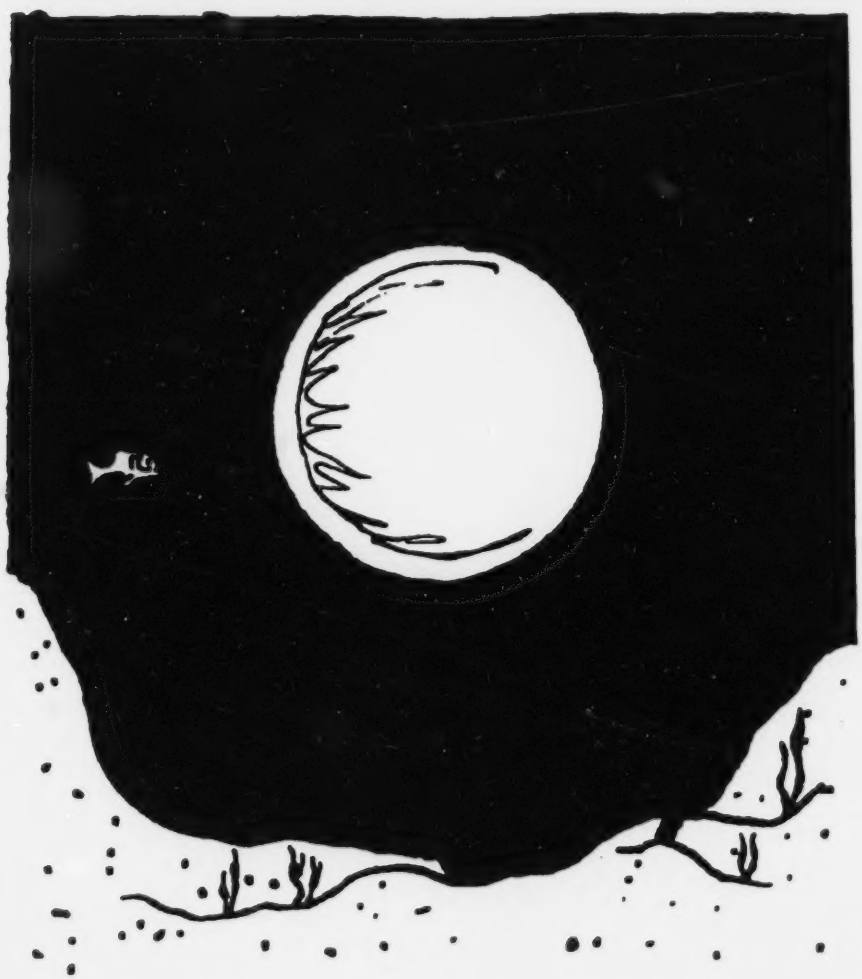
Silently everyone gathered at the village dock. They looked out to sea and stared at the moonlight coming out of the water. They couldn't believe their eyes. Some of the people shook their heads in wonder. Some whispered to each other, asking how such a thing could have happened. And some simply stared at the sea.

But they all knew that they had to put the moon back into the sky where it belonged. How else would the night animals see or the night birds find their way? How else would the tides keep moving the way they always had or the night-blooming flowers know when to bloom?

"What should we do?" someone whispered.

One villager suggested that he and the other divers go down into the water to take a look around.

And so the town's very best divers set out. They had seen many different and wondrous things in the sea, but what they saw this night was something they would never forget. Suspended in the water between the ocean's surface and the sandy bottom of the sea, was the moon. It hung there like a huge, milky ball.



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Fish from all over the ocean were gathering. Big ones and little ones basked in the moon's light.

The divers saw treasures everywhere. Things that had been hidden from them before, when the sea was dark, now shone brightly in the moon's light. They were tempted to stop and explore the old ships they saw, long sunken on the bottom of the ocean, but that was not why they had dived down so deeply.

They tried to swim closer to the moon, but they could not reach it. The tide caused by the moon was pulling the water back and forth. Every time the divers swam closer, they were pushed back as the water flowed away from the moon. They finally realized they would never be able to reach the moon and they returned to the surface.

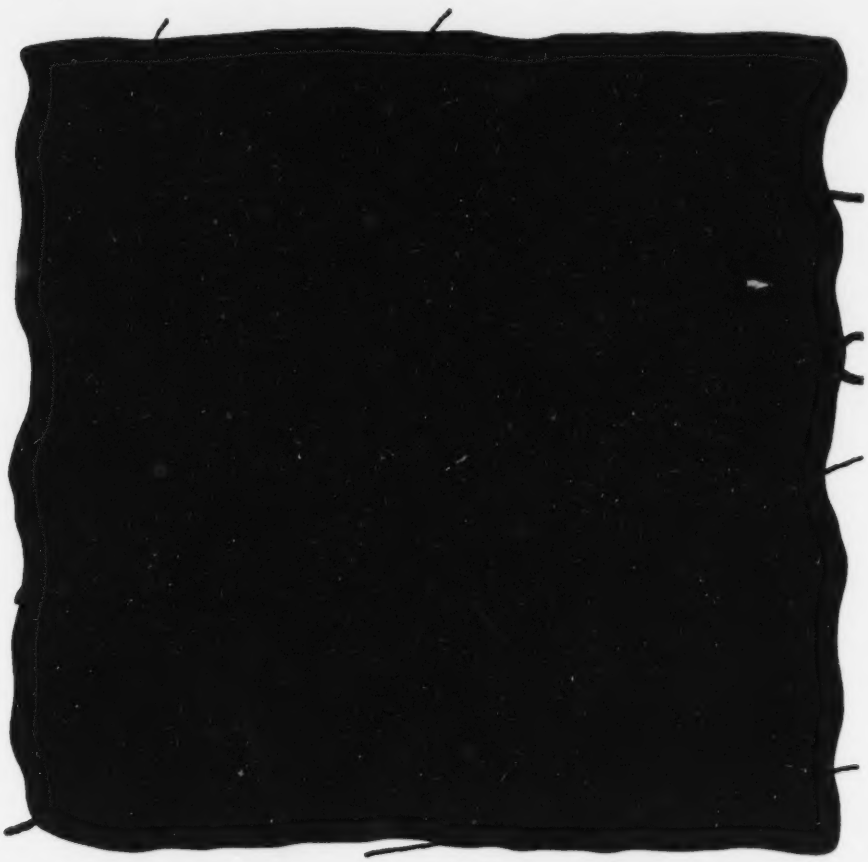
"The moon is lighting up the sea, and fish are gathering in its light. We saw everything one could see in the sea, but we could not get close to the moon."

Someone suggested they make a net that could be stretched under the moon. "Maybe we can bounce the moon back to the sky." Everyone started collecting ropes and old nets. They worked quickly and silently. Soon they had created a huge net.

Half of the village's fishing boats swiftly skimmed across the surface of the ocean dragging the net behind them. Soon they passed over the moon. The divers took the loose edge of the net, carried it under the moon, and brought it up to the other boats waiting in a line closer to shore. When the net was in place, the boats moved away from each other, tightening the net under the moon. But soon they could move no farther. Divers came up to report breathlessly, "It will not work. The tide is holding the net away from the moon. We must try something else."

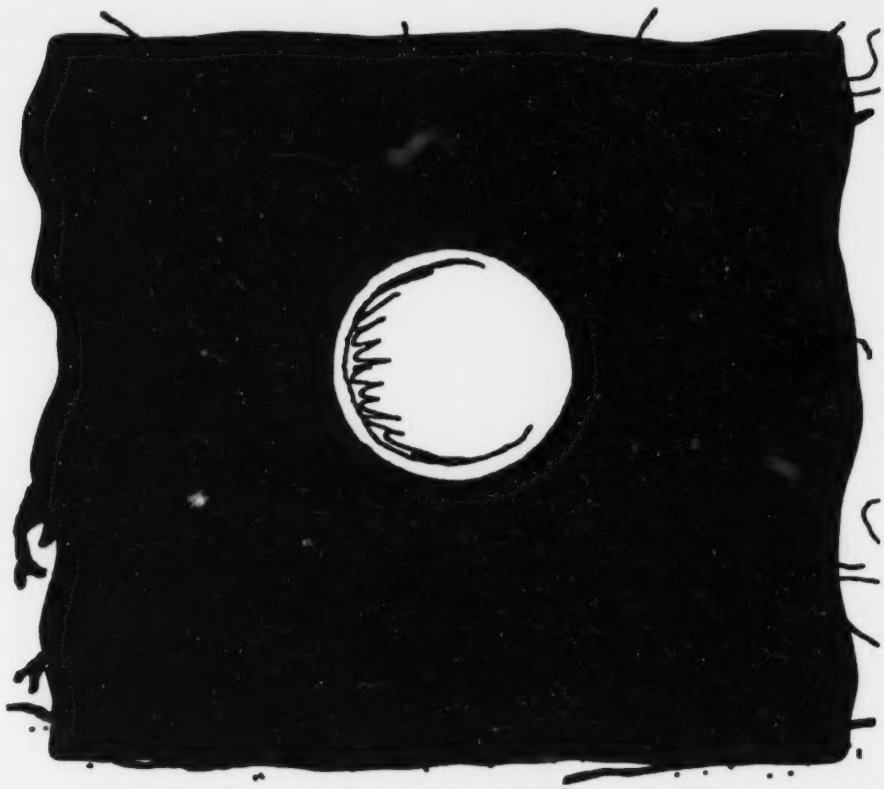
Everyone's spirits sank as the boats returned to shore.

Suddenly someone cried. "Look! Whales!" The villagers all stood in wonder as they saw more whales than anyone had ever seen before. The whales were swimming toward the

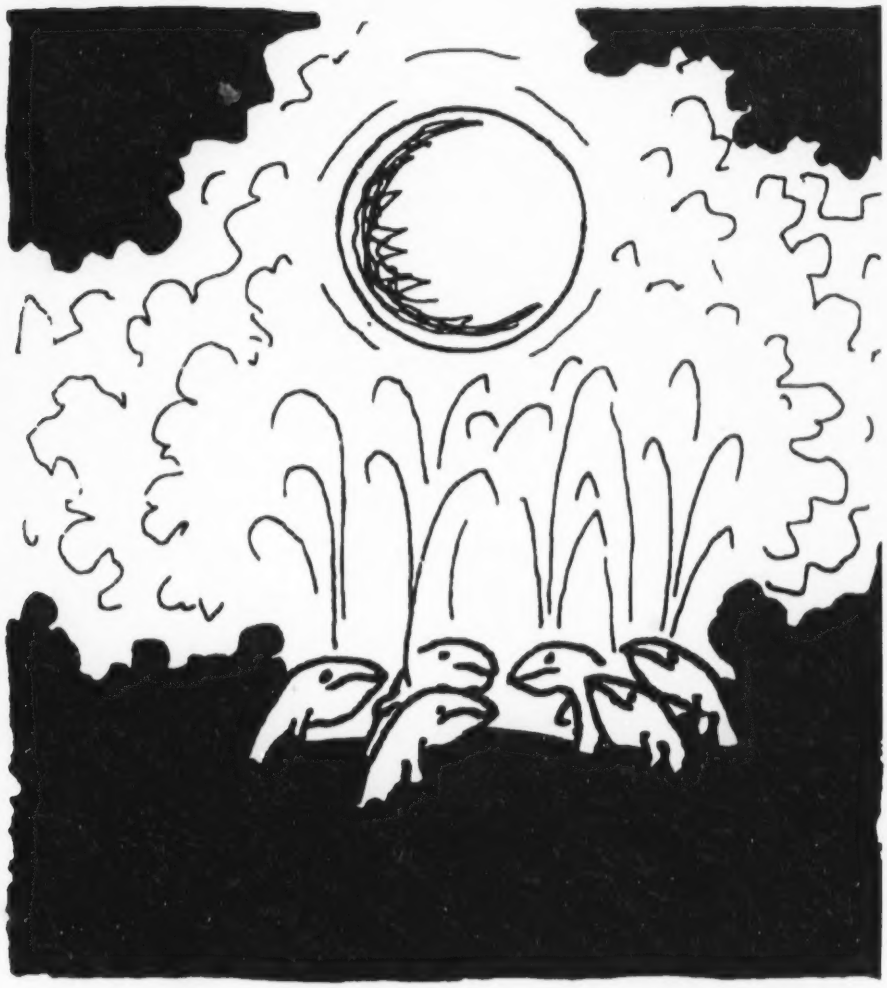


moon by the hundred, maybe more. The moon's light seemed to ride on their graceful movements as they swam up and down through the water. Everyone listened as the night air filled with the beautiful sound of the whale's songs. "We've come to the moon," the songs seemed to say. "We've come to help. We travel at the night by the moon's light. We've come to help the moon."

The villagers pressed forward on the dock. Everyone wanted to see this wondrous sight. When it seemed as if the whole ocean were full of whales, they all dove to the bottom of the sea. The songs became softer and softer. The villagers could see that the whales were crowding together, forming a circle beneath the moon, nudging closer and closer to each other. No one spoke on the dock. No songs came from the whales. Everyone waited and watched.



Then, as if on signal, each whale began to blow, and the individual sprays became one. A deafening blast of water pushed upward toward the moon as the whales blew as hard as they could. The villagers held their breath as they watched the awesome spray hit the moon.



The moon moved toward the surface, then fell back.

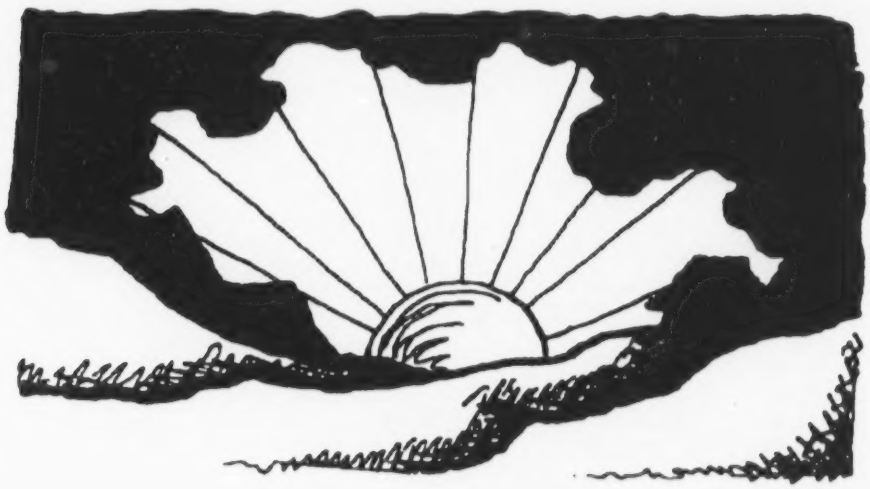
It moved toward the surface again, then burst out of the sea atop the mighty spray.

The whales blew again and again and again, pushing the moon higher and higher. Finally it was high enough.

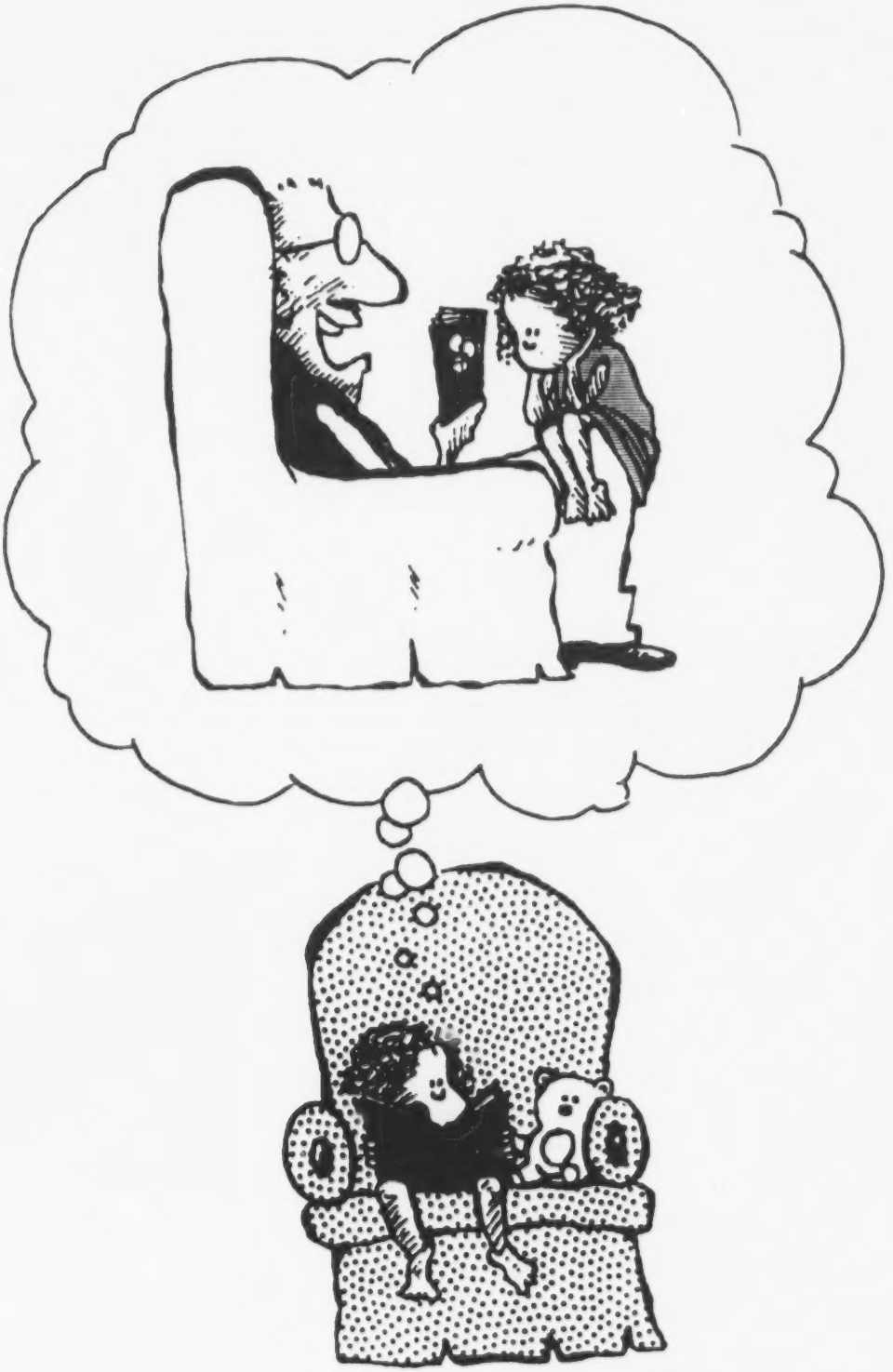
The mighty spray of water fell back to earth, drenching everyone on the dock, but the villagers did not mind. They cheered and danced and hugged each other.

"We must thank the whales," someone said. "Yes, we must," another shouted. The villagers started a song of thanks. And before long they heard a sweet sound from the sea as the whales joined in. The song continued for a long time as the whales swam away.

The villagers ended their song just as the sun started embroidering the sky with the dawn's colors. Bands of pink and coral appeared on the horizon as everyone watched, grateful that the moon was back in the sky again and that the sun was coming up as usual.



Things to Think About After Reading the Story
How would you have saved the moon? Would you have stopped to view the hidden treasures or continued to try to save the moon like the divers did? Why? Draw a picture of the whales blowing and blowing to blow the moon back into the sky.



Parents As Models

Parents As Models

Not too long ago, I asked a group of parents at a PTA meeting to describe a good parent. Their answers pointed out some of the ways that parents do make a difference. None of the answers involved providing material things. All of them grew out of caring for children and spending time with them. Here's a partial list.

Good parents:

- can smile after only a few hours' sleep.
- put love notes in lunch boxes.

- are there when needed, out of the way when not — and are able to recognize the difference.
- laugh at knock-knock jokes. (Even the zillionth time).

- soften discipline with kindness.
- accept that a child may not turn out exactly as they please.
- know that children can't be perfect.
- celebrate special moments, no matter how small.
- tell their kids they love them. A lot!

From the very beginning of their lives, children imitate others. They imitate much of what they see and hear. Most parents are unaware of their role as prime models. But when parents "show" how much they love and care for their children, children can only benefit in positive ways because they will imitate that love and care.

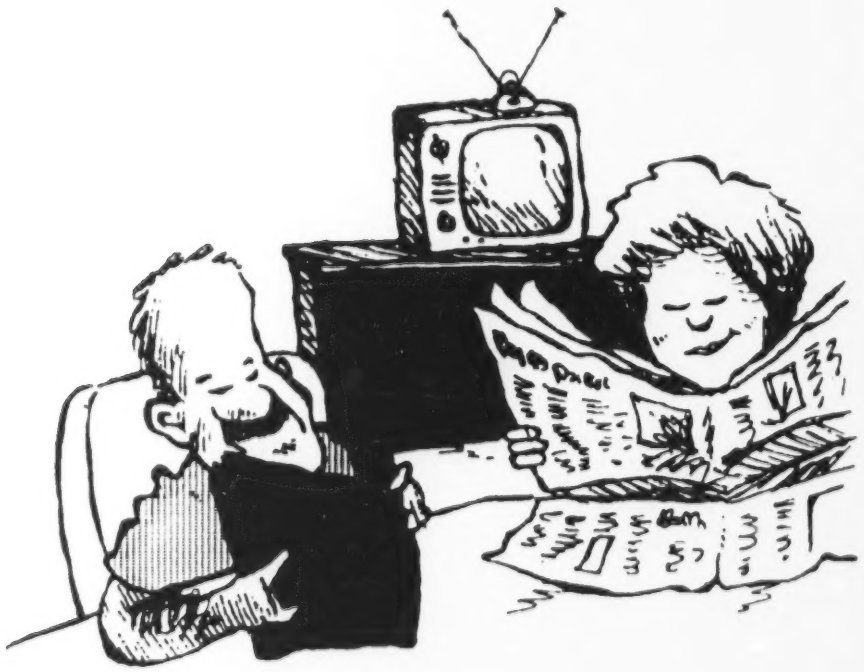
We are also models for our children when we face problems. Consider the following situation: A mother finds her preschool daughter angrily taking a book from another child and then sees her slap the other child's arm. The mother furiously jerks her daughter by the arm and starts shaking her, yelling, "I'll teach you to play rough!" This mother is unknowingly modeling the very behavior that she wants to discourage in her daughter.

How could the mother have handled this situation differently? She could have stepped in and said, "I know you want her book, honey, but you must not hurt your friend. Give the book back to her and tell her you are sorry for hurting her. Ask her if you can borrow it after she has finished with it. Then I'll help you find something to do while

you're waiting for your turn." This approach makes it clear that hurtful behavior is not allowed, and it also gives the child a positive way to deal with her need. Most importantly, it shows the child that she can rely on her mother for advice when she needs it. Our children need to know that they can trust us for help, for care, and for love. Remember, to be a model means to create an image of behavior in the minds of our children.

Even though we may not be teachers, we parents can do a lot to help our children succeed in school. Here are some ways that you can create images in your child's mind that will help with school:

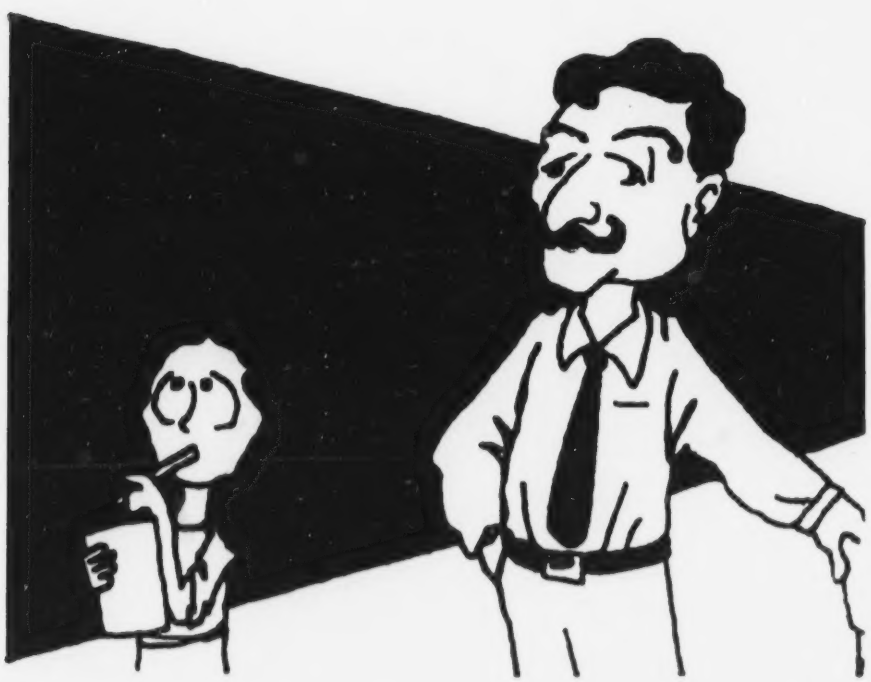
1. **READ.** Take time to read. When you read books, magazines, and newspapers, you show your child that reading is valuable. Important adults like Mom and Dad do it all the time.



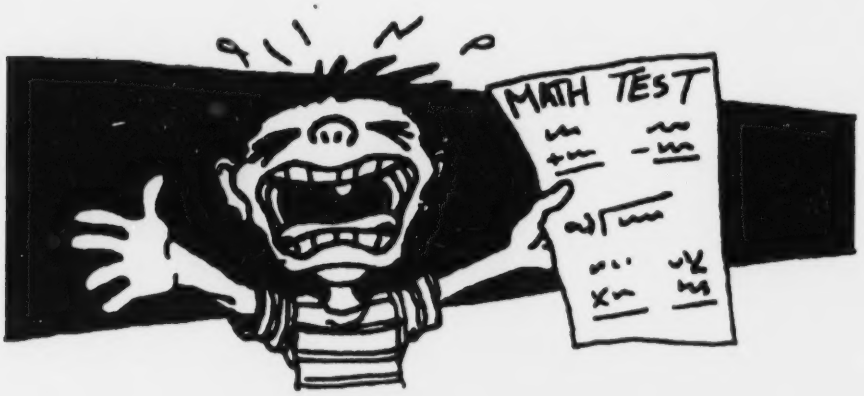
2. **WRITE.** Write notes to your child. Have your child help write grocery lists. Let your child see you write a letter to a friend or to your parents. Then ask your child to enclose a note of her own.

3. **SHOW INTEREST.** When you show interest in your children's school work, they sense that you care and that you want them to do well. It only takes a minute at a meal to ask what interesting or important things happened today in school, and then a few minutes to listen to the answers.

4. **SHOW CURIOSITY.** Show your curiosity by asking your child to teach you something she learned that day. Also, develop an interest in learning something new yourself. Everyone is a learner — that's the image you want to leave with your child.



5. **SHOW PATIENCE.** Keep calm and be helpful when things don't go well, for example, when your son doesn't think he will be able to get his report done on time or screams, "I hate math!" when he can't figure out a problem. Sit down with him and say calmly: "Let's go through this thing step by step. Maybe we'll be able to work it out."



The point of these examples is to remind you of the many opportunities you have to act as a model for learning and literacy. These small actions on your part make it more likely that your children will do well in school.

As we become more aware of how we influence our children, we can examine ways of changing our own behavior so that it is more in line with the beliefs and values that we want to pass on to our children.

Of course, no one can be a perfect model all the time, and often we act in ways that we would rather not have our children imitate. The way we choose to respond to our own imperfections, however, provides an example for our children. It's worth admitting to our children the mistakes we make.

There certainly are no surefire answers that will produce predictable results when it comes to raising children. As parents we make decisions each day based on specific situations, on what we already know about our children, and on what we desire our relationships with them to be like. By realizing that we are models for our children, we can adopt a more deliberate attitude in shaping what our children learn.

Questions about Parenting

Most parents have questions concerning their children's behavior. We would like to answer a few questions and offer some suggestions to help you be a good model for your children.

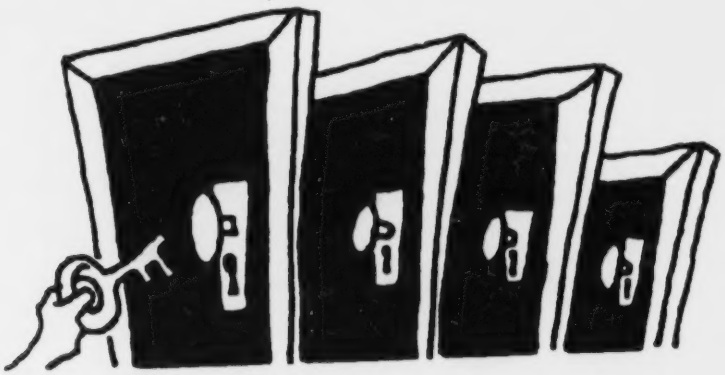
> I realize now as a young, single parent that school and learning are much more important than I realized when I was growing up. I want my children to get a good education. How can I help my children value school and learning?

The high dropout rate is proof that many kids do not see the value of school. Most children are not likely to fall for the old line, "Well, I want you to do better than I did." You want the best for your children, of course. Probably the best thing you can do is to get involved in learning yourself. That's your best strategy for convincing your children to keep learning.

Actions really do speak louder than words. Why not make this the year you go back to school or take a short course on a hobby that interests you? Many school districts or community colleges offer a wide variety of courses. Perhaps you can learn a new skill, a new language, or become certified or licensed in a new area. Check your local library. It may offer opportunities for adults to become members of reading clubs that meet regularly to discuss books. You may prefer to organize your own adult reading group. Seek out friends and neighbors who would be interested in meeting on a regular basis to exchange and discuss books.

You can show your interest in learning by studying with your children. Pick something appealing and become an expert on the topic. Read books, magazines, or watch TV shows about the topic. Listen to audio programs and attend demonstrations on your topic. Then share the information and learn from one another.

Talk about educational goals with your children. Not only are you showing your children that you enjoy reading and learning new things, but you benefit when you identify the goals you are trying to achieve. You will show your children that "education is like a golden key that will unlock so many more doors to our future."



My daughter's teacher has asked for parent volunteers. I don't know if this is something I want to do, but I would do it if it would help my child. What are the benefits of parents volunteering in the classroom?

Parent volunteers listen to students read. They give make-up spelling tests. They work with individuals while the teacher works with a group. School volunteers can offer the school a variety of skills and talents. I know of one parent who became a volunteer for the simple reason that she wanted to see her own child at work in school. The parent thought she would try it for a week or two. But after only one week, the parent saw the importance of what she was doing. Volunteers learn at least as much as they teach! This particular parent couldn't believe how many different way the letter E could be printed, pencils could be held, or patience could be tried!

By volunteering, you show children that you value learning and are willing to help others learn. Besides that, volunteers can give each child some special attention. Students have more actual reading time and less time listening to others read. Some parents feel they have to volunteer for a whole day or half a day, but teachers appreciate whatever time you have to offer. It is important that you and the teacher work out a convenient time for both of you. Once parents have signed up to volunteer, teachers count on them. Canceling out at the last minute may put the teacher in a bind. Being a responsible and considerate parent volunteer makes for good parent-teacher relations.

If you have some concerns about being a volunteer, share some of these concerns with your child's teacher or the school principal. Let the school know you are willing to try it on a temporary basis. Maybe you would feel more comfortable working in a classroom other than your child's. These things can be worked out with the school. It is important that you enjoy your time at school so you can share this valuable experience with your child.

> Between work and school, it is difficult for our family to spend much time together. What can we do to emphasize the importance of family and spending quality time together?

It may be impossible to share every evening meal with the entire family present, but try setting one night aside when everyone sits down to the meal together. Your family can work their schedules around to make it a special event. Use this evening meal to share what is going on in your lives. Setting aside an evening to be together at the dinner table shows your children that making the extra effort to be together is worth it — that family is important.

You might make it an occasion to use the good dishes or special placemats, or have flowers or candles on the table. Block out the evening so no one feels rushed. Everyone can pitch in and help so this special event does not become one more chore for mom. Remember, the food does not have to be fancy; it is the company that counts.

Maybe your family can benefit from other activities to improve interaction. Set up a family savings account. Everyone can save for a special project or trip that the entire family can enjoy. An event you work hard to take part in usually means more. Build something, like a tree house, a doghouse, or a birdhouse. We all enjoy making something

ourselves, and it is extra special when it involves team work. Or take on a family service project. Children need role models for learning the importance of doing things for others. Choose an organization — a nursing home, church, hospital, or school — and donate your time together. Plant a garden or

turn yard work into something the whole family does together. It is an ongoing project that shows children about responsibility. Something as simple as taking walks can be done together as a family. It costs nothing, and it is great exercise for the entire family.

Being a family is something we must work at in order to preserve it. You and your family can learn together that life has many things to offer and sharing them as a family can be beneficial to all members — both adults and children.

Be a Model in Practical Ways

Here are some practical ways that you can be a daily model for your children. Read through the ones listed below and select a couple that would be best to try with your family.

- Be selective in your television viewing. Decide what you would like to watch instead of spending the evening staring at the screen, watching whatever happens to be on that night. Your children will learn that there are choices in television viewing, and one choice is to turn it off and do something else.

- Take your children to the library and help them select their books, but also make a point to choose something for yourself to read. Let your children see that reading is important to you and enjoyable.

- Play cards or board games with your children for family fun. You can be a model of good sportsmanship and show them how to play for the fun of it without having to always win.
- Before buying a car or other expensive household items, include your children in researching the product and finding the best price. They will learn how to be wise buyers from watching and helping you with your purchase.

Books for Parents and Children

On the following pages, we have put together lists of books for parents and children. Several of the books show the relationship between an adult and a child. We encourage you to take the time to read a few of these books with your child, and talk about some of the characters in the stories.

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Books for Parents

Parents, Please Don't Sit on Your Kids: A Parent's Guide to Nonpunitive Discipline by Clare Cherry.

It is easy to convey the wrong message to our children without meaning to. The author discusses how parents tell little white lies to their children, such as "I don't want to talk to her. Tell her I'm taking a bath," or "Don't tell Daddy we were in this store. I don't want him to know what I bought." These statements show children that it is okay to lie. We can hardly fault them later on when they lie to us, if we have been giving them this message all along. The way we conduct ourselves in ordinary everyday situations conveys our values to our children much more clearly than lengthy explanations. There is truth in the old saying, "Actions speak louder than words."

How to Generate Values in Young Children by Sue Spayth Riley.

A father promises his son, Randy that he could spend his first allowance as he wished. Randy enjoys the powerful feeling of authority as he looks around the toy store, but his father becomes impatient and suggests several toys to him, hoping to hurry him up. Randy finally decides on some bubble gum, and his father immediately lectures him about how candy is bad for the teeth. Randy then chooses a water pistol, and his father points out how it is cheap and won't last an hour. "Why don't you save your money till next week, and then you'll have more to spend?" says the father. "But Daddy, I want to spend my allowance now, and I really do want the bubble gum. And besides, you said I could decide..." And so runs the dialogue between Randy and his father until finally Randy decides on the fire engine that he didn't want very much, and his father is relieved that the ordeal is over. Randy was being cheated of a very valuable learning experience. Naturally, Randy's father was right about bubble gum being bad for the teeth and cheap toys breaking easily. He probably was concerned about conveying to his son the value of being responsible. But this is something that Randy needs to learn from his own experiences, not only from his father. Instead of showing Randy that he respects his right to choose, his father is modeling for him an authoritarian style of parenting. Randy is learning to be responsible, but to blindly submit to a higher authority. Rather than learning to trust himself and to feel confident, he is learning that he is not capable of making important decisions. How would Randy benefit if his father would provide him with lots of opportunities to make choices? As Riley points out, practice

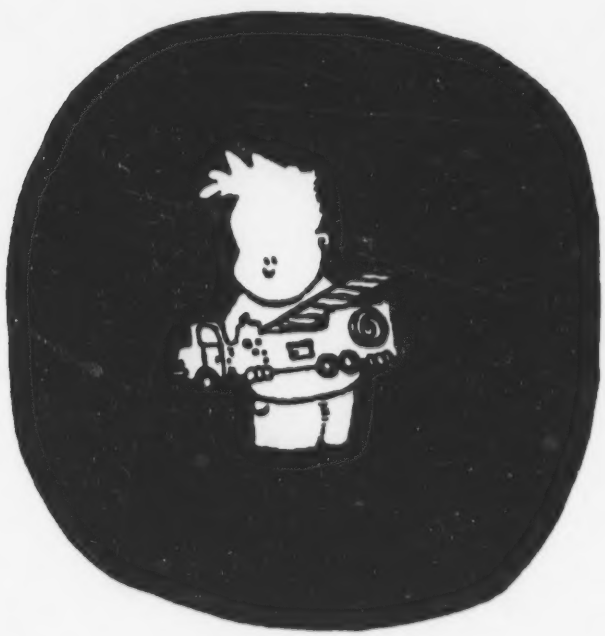
in the process of choosing helps to develop decision-making ability, insight, flexibility, and the imagination to cope with the loftier choices that come later in life.

Playing Smart: A Parent's Guide to Enriching, Offbeat Learning Activities for Ages 4 to 14 by Susan K. Perry (Free Spirit Publishing).

Hundreds of things for parents and children to do together — from photography to cooking. Shows how to find adventure in ordinary places close to home and how to turn spare time into quality time.

Your Child at Play by Marilyn Segal and Don Adcock.

Presents ways to support children in their physical, intellectual, and social development through play activities. Special sections focus on conversational play, discovery play, creative play, and playing with friends.

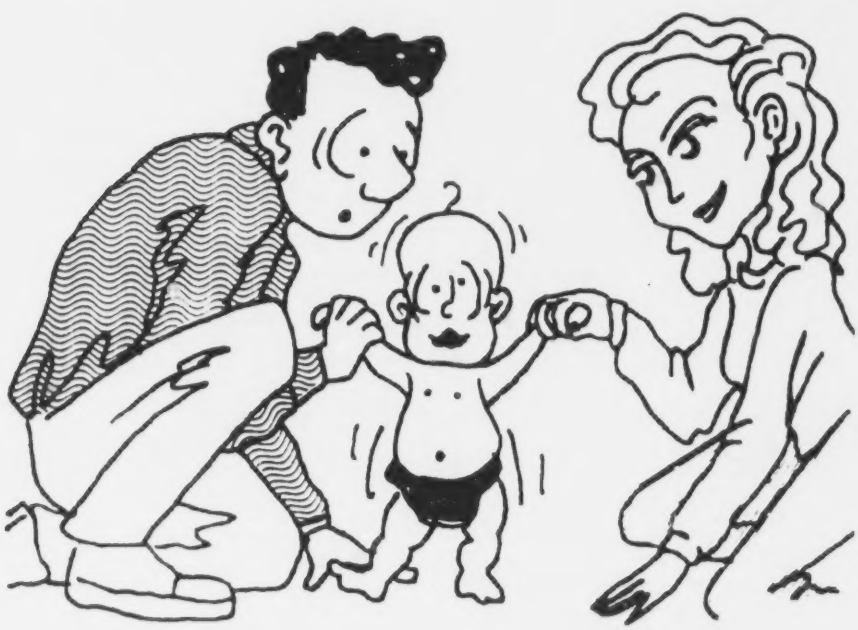


Books to Read Together

Ages 4-6

Parents by Carme Sole Vendrell and J.M. Parramon (Childrens Press Choice).

Shows the role of parents in raising and caring for their children. Contains a section with practical tips for parents.



A Family Story by Nicki Weiss.

Annie wants to grow up to be like her older sister, Rachel, Then Louise, Rachel's daughter, wants to grow up to be like Annie. Aunt Annie's daughter Jane wants to grow up to be like Louise, and the cycle continues through generations.

Mother Can Do Anything by Joe Lasker.

Looks at several possible occupations that can be held by a mother. Suggests many nontraditional jobs such as judge, doctor, dentist, plumber, and chemist.

Ages 6-8

My Dad Takes Care of Me by Patricia Quinlan.

Luke feels strange because his dad is the one who takes care of him. He begins to realize how nice it is to have his dad at home and enjoys being cared for by his father.

The Not-So-Wicked Stepmother by Lizi Boyd.

Hessie does not want to stay with her daddy and his new wife for the summer. She thinks her stepmother will be mean and that she will have a horrible vacation. Hessie finds out stepmothers aren't always wicked and they become friends.

Love You Forever by Robert Munsch.

Follows the growth of a son from birth to adulthood, and the aging of the mother. Presents the enduring nature of parents' love and the change in caregiving from the parent caring for the child, to the child caring for the aged adult.

Ages 8-10

Knots on a Counting Rope by Bill Martin, Jr. and John Archambault.

Even though Boy-Strength-of-Blue-Horses is blind, he "walks in beauty" and "his dreams are more beautiful than rainbows and sunsets." His grandfather gives him love and guidance, so that he will be strong enough to cross the dark mountains alone.

Ramona and Her Mother by Beverly Cleary.

Mrs. Quimby goes back to working full time and Ramona feels unloved and abandoned. Ramona wonders if anyone will ever pay attention to her again.

Ramona and Her Father by Beverly Cleary.

Mr. Quimby just lost his job, Beezus is grumpy, Mrs. Quimby is busy working, and even the family cat is grouchy. Ramona tries everything to cheer her family up and make life better for them.

Books for Children to Read on Their Own

Ages 4-6

Blueberry Bear by Rebecca Kaler, 1993.

Inquiring Voices Press. A yellow bear becomes a green one after eating too many blueberries.

Officer Buckle and Gloria by Peggy Rathmann, 1995. Putnam.

The children at Napville Elementary School always ignore Officer Buckle's safety tips, until a police dog named Gloria accompanies him when he gives his safety speeches.

Olivia by Ian Falconer, 2000. Atheneum.

Whether at home getting ready for the day, enjoying the beach, or at bedtime, Olivia is a feisty pig who has too much energy for her own good.

Ages 6-8

Sister Anne's Hands by Marybeth Lorbiecki & K. Wendy Popp, 1998.

Seven year old Anna has her first encounter with racism in the 1960s when an African American nun comes to teach at her parochial school.

Smoky Night by Eve Bunting & David Daiz, 1994. Harcourt Brace.

When the Los Angeles riots break out in the streets of their neighborhood, a young boy and his mother learn the values of getting along with others no matter what their background or nationality.

So You Want to Be President by Judith St. George & David Small, 2000. Philomel.

Presents an assortment of facts about the qualifications and characteristics of U.S. presidents, from George Washington to Bill Clinton.

Ages 8-10

The Giver by Lois Lowry, 1993. Houghton Mifflin.

Given his lifetime assignment at the Ceremony of Twelve, Jonas becomes the receiver of memories shared by only one other in his community and discovers the terrible truth about the society in which he lives. Similar book by the same author: Gathering Blue, 2000.

Harry Potter and the Sorcerer's Stone by J. K. Rowling, 1998. Scholastic.

Rescued from the outrageous neglect of his aunt and uncle, a young boy with a great destiny proves his worth while attending Hogwarts School for Wizards and Witches. Sequel: Harry Potter and the Chamber of Secret, 1999; Harry Potter and the Prisoner of Azakban, 1999; Harry Potter and the Goblet of Fire, 2000.

The Magic School Bus At the Waterworks by Joanna Cole & Bruce Degen, 1986. Scholastics.

When Ms. Frizzle, the strangest teacher in school, takes her class on a field trip to the waterworks, everyone ends up experiencing the water purification system from the inside. Other books in The Magic School Bus Series: The Magic School Bus Lost in the Solar System, 1990; The Magic School Bus And the Electric Field Trip, 1997; The Magic School Bus Inside a Hurricane, 1995; The Magic School Bus In the Time of the Dinosaurs, 1994; The Magic School Bus Inside the Earth, 1987; The Magic School Bus Inside the Human Body, 1989; The Magic School Bus On the Ocean Floor, 1992.

Online And Printed Periodicals For Children

Ages 4-6

Humpty Dumpty by Children's Better Health Institute
http://www.cbhi.org/magazines/humptydumpty/index.shtml

A magazine with illustrated stories, poems, puzzles, games, and activities to provide an entertaining way for children to develop reading and comprehension skills.

Sesame Street Magazine by Sesame Street Workshop
http://www.sesameworkshop.org/sesame/

A magazine featuring stories, games, and activities for preschool children.

Your Big Backyard by National Wildlife Federation
http://www.nwf.org/yourbigbackyard/index.html

A monthly nature magazine for children.

Ages 6-8

Chickadee by Owl Communications
http://www.owlkids.com/chick/index.htm

A magazine that helps children look more closely at their surroundings. Filled with puzzles, simple experiments, games, animal features and fiction.

Plays: The Drama Magazine for Young People by Kalmbach Publishing Co.
http://playsmag.com/ply/default.asp

Every issue of Plays magazine features 8 to 10 modern and traditional plays, royalty free, arranged by age level, in a variety of categories.

ZuZu by Restless Youth Press, Inc.
http://www.zuzu.org/

A magazine with the images and words of kids of all ages from many different backgrounds.

Ages 8-10

Cobblestone: American History for Kids by Cobblestone Publishing Inc.
http://www.cobblestonepub.com/pages/cobbmain.htm

A magazine with historic photographs, original illustrations, primary documents, maps, activities, and contests for young readers.

National Geographic World by National Geographic World
http://www.nationalgeographic.com/media/world/index.html

A magazine that introduces children to their world and encourages geographic awareness.

Plays: The Drama Magazine for Young People by Kalmbach Publishing Co.
http://playsmag.com/ply/default.asp

Every issue of Plays magazine features 8 to 10 modern and traditional plays, royalty free, arranged by age level, in a variety of categories.

Stone Soup: The Magazine for Young Writers and Artists by Children's Art Foundation
http://www.stonesoup.com/

A magazine for and by children who contribute their stories, poems, and art work worldwide.

Online Resources For Parents

Organizations

American Library Association — For Kids, Parents, and Public
1301 Pennsylvania Avenue, NW, #403, Washington, DC 20004
Tel: (202) 628-8410 or (800) 545-2433
http://www.ala.org/publicpage/index.html

National Center for Family Literacy
325 W. Main St., Suite 200
Louisville KY 40202-4251
Tel: (877)-FAM-LIT1
http://www.famlit.org/index.html

Parents' Choice Foundation
1130 E. Cold Spring Lane, Suite 211, Baltimore, MD 21239
Tel: (410) 532-0727
http://www.parents-choice.org

Online Periodicals

Parent News by National Parent Information Network
http://www.npin.org/pnews.html

Parents and Children Together Online
http://eric.indiana.edu/www/indexfr.html

Parents' Choice E-mail Newspaper
http://www.parents-choice.org/member_signup.cfm

Parent Talk Magazine
http://eric.indiana.edu/www/famres/ptalk/index.shtml

Brochures

Born to Read: How to Raise a Reader by American Library Association
http://www.ala.org/alsc/raise_a_reader.html

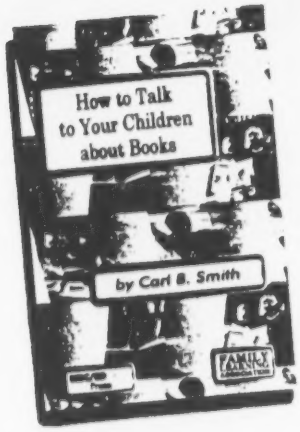
Get Ready to Read! Tips for Parents of Young Children by International Reading Association, 1998
http://www.reading.org/pdf/1017.pdf

Helping Your Child Become A Reader by U.S. Department of Education, 2000
http://165.224.220.62/pubs/parents/Reader/index.html

Putting Reading First by U.S. Department of Education, 2001
http://www.nifl.gov/nifl/partnershipforreading/publications/PFRbrochure.pdf

See the World on the Internet: Tips for Parents of Young Readers — and "Surfers" by International Reading Association, 1998
http://www.reading.org/pdf/1026.pdf

If you found this book useful, please try these other helpful books!



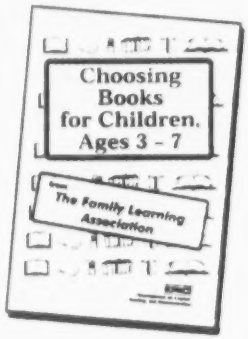
How to Talk to Your Children about Books

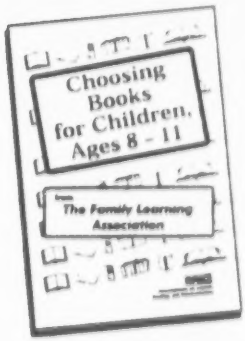
by Carl B. Smith

Start a conversation that will last a lifetime. This book teaches you five easy techniques to prompt book discussions, guidelines for selecting books, how to make it a two-way exchange, plus motivation, values, and making it fun!

Choosing Books for Children, Ages 3 to 7

Use this resource to appeal to a variety of interests in your kindergarten to primary-age children. Filled with great tips for keeping book conversations going, this book pinpoints a vast array of age-appropriate reading materials.



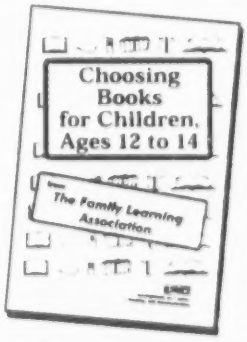


Choosing Books for Children, Ages 8 to 11

Quick summaries of a huge collection of titles will make it easy to provide good reading for your pre-teens. Top-notch authors, relevant themes, and sensitive issues make this a good companion at the library or bookstore.

Choosing Books for Children, Ages 12 to 14

Let literature open up discussion about some of the difficult issues your teen is experiencing. Includes a special section on communicating about books though writing and journaling.



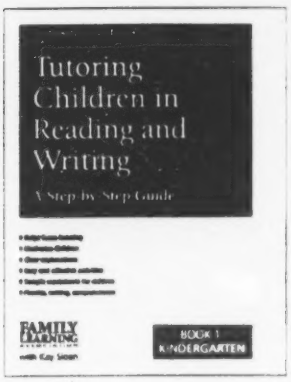
For information about these and other helpful books:

The Family Learning Association

3925 Hagan Street, Suite 101, Bloomington, Indiana 47401

1.800.759.4723 - www.kidscanlearn.com

Other Resources Available

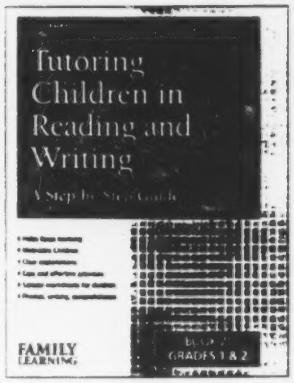


Tutoring Children in Reading and Writing

Book 1: Kindergarten

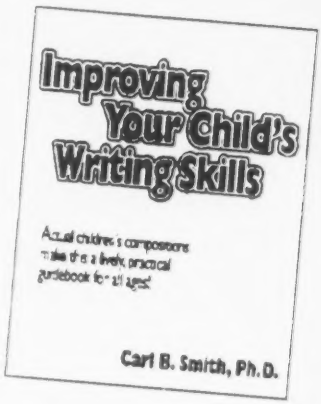
Book 2: Grades 1-2

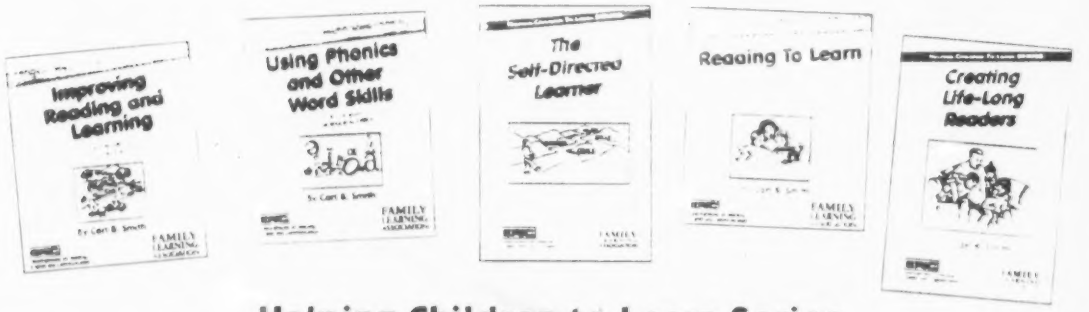
These guidebooks use a hands-on approach to helping children improve essential skills. Using easy and effective activities, they focus on the building blocks of reading and writing with sample worksheets that focus on letter recognition, spelling, phonics, and comprehension.



Improving Your Child's Writing Skills

Using actual children's compositions, this fun guidebook takes kids through the entire process of writing, from Pre-Writing and Drafting to Revising and Proofreading. The practical work sheets form a framework to hone the skills of any young writer.





Helping Children to Learn Series

Improving Reading and Learning

Phonics and Other Word Skills

Reading to Learn

Creating Life-Long Readers

The Self-Directed Learner

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